DOCUMENT RESUME

ED 047 635 HE 002 003

AUTHOR Stier, William F., Jr.
TITLE Innovations in Higher Education.
PUB DATE Dec 70
NOTE 18p.; Paper prepared for presentation in a Seminar dealing with Research in Higher Education, University of South Dakota, Vermillion, S.D.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Curriculum, *Educational Change, *Educational Innovation, Governance, *Higher Education, *Innovation, Instruction, *Physical Education, Student Participation
IDENTIFIERS *Briar Cliff College

ABSTRACT

Section 1 of this report reviews the findings of a Carnegie Commission study of the use or planned use of innovative practices in 882 institutions, in general, and at Briar Cliff College at Sioux City, in particular. The innovations were divided into 4 categories: (1) curriculum and instruction, (2) instructional practice, (3) student governance and service, and (4) organizational innovation. Each of these categories had many subcategories. The second section reproduces an interview between a student editor at Briar Cliff and the Academic Dean on the topic of "Change within the Institution." The third section discusses the specific changes and innovations that have taken place within the Department of Health, Physical Education and Recreation at Briar Cliff. (AF)

EDO 47635

Innovations in Higher Education

A Speech Prepared for Presentation
In a Seminar Dealing
with Research in Higher Education at the
University of South Dakota
Vermillion, South Dakota

December 1970

by: William F. Stier, Jr.
Chairman: Health Science
Physical Education and
Recreation
Briar Cliff College
Sioux City, Iowa 51104

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE 002 003

INNOVATIONS IN HIGHER EDUCATION

For the purpose of this investigation an innovation is considered to be an idea, thing or process which is new to higher education, the "newness" often stemming from a rearrangement of an accepted procedure in such a way as it reaps novel benefits.[1] Webster's New World Dictionary defines innovation as "...something newly introduced; new method, custom, device, etc.; change in the way of doing things."[2] It is imperative that the term innovation connotes the understanding that the idea does not have to be necessarily "new" in the objective sense of the word but rather "new" to the individual or institution employing the idea, thing or process. It is the newness of the idea, thing or process to the individual that determines his reaction to it.[3]

Haywood states that although an innovation is not necessarily "new" but can be a return to a method or procedure that is "old" in the sense that it has been used before.[4] However, Haywood implicitly believes that there must be new components or applications.

In evaluating our present day attempts at facilitating learning, some of us seem to detect an imperative need and/or demand to design a total environment on campus to achieve effective learning. To attempt to increase the potentiality of learning requires that specific changes, additions, deletions or adaptations be implemented. Thus the term innovation.

This writer's review of related research disclosed a national research study conducted by the Carnegie Foundation which investigated, by means of questionnaires, the existence of various innovations in liberal arts colleges. The broad topic of innovation can be further delineated into the following sub-topics:

1) Curriculum and Instruction
2) Instructional Practice
3) Student Governance and Services
4) Organizational Innovations

By viewing and utilizing the findings of the above mentioned national study in light of the practices relating to: 1) curriculum and instruction, 2) Instructional practice, 3) Student Governance and Services, and 4) Organizational Innovations currently being implemented at Briar Cliff College, one is able to be somewhat successful in arriving at a comprehensive overview of so-called innovative processes being employed, if any and to what extent, within the institution.

Innovations which may be classified under curriculum practices and their respective percentages of present acceptance and utilization include:

		Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
1.	Interdisciplinary studies	261	78	yes
2.	Honors programs	268	69	yes
3.	Freshman seminars	179	62	yes
4.	I. D. for gifted only	287	34	no
5.	I. D. for all students	133	42	yes
6.	Non-Western studies	258	66	no
7.	Undergraduate study abroad	281	63	yes
8.	Off campus study in U. S.	122	42	yes
9.	Work study programs	370	20	no
10.	Community service projects	341	33	yes

(Total population was 882)

Innovations concerned with instructional practice include:

		Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
1.	Educational television	181	124	yes
2.	Teaching machines	147	40	yes
3.	Language labs	393	46	yes
4.	Programmed instruction	245	50	no
5.	Interinstitutional cooperative programs	346	77	yes
6.	Dormitory as a learning center	77	82	no
7.	Living-learning residence halls	50	29	no
8.	Comprehensive examinations	131	33	yes

Innovations concerned with instructional practice cont.

		Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
9.	Variations in grading practices	43	53	yes
10.	Team teaching	407	48	yes
11.	Teaching aids	241	28	no

(Total population was 882)

Innovations concerned with student governance and services.

		Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
1.	Student participation on faculty committees	370	43	yes
2.	Student involvement in faculty evaluation	274	54	yes
3.	Student involvement in faculty selection	19	--	no
4.	Special examinations for admissions	144	8	yes
5.	Other variations in admissions	111	16	yes
6.	Early identification of the gifted	104	18	yes*
7.	Articulation with high school	145	22	no
8.	Advanced placement	370	33	yes

(Total population was 882)

Organizational Innovations.

		Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
1.	Substitutions for traditional calendar:			

	Schools possessing innovations	Schools planning to use	Currently at Briar Cliff
Quarter	40	17	-
Trimester	26	5	-
Other	108	79	yes
2. New campus plans	290	72	yes
3. New styles in classrooms	200	90	yes
4. Experimentation in cost planning	88	35	no
5. New styles in libraries			
Facilities	198	107	yes
Automation	81	112	no
Learning resource Center	113	121	yes

(Total population was 882)

Although the above figures provide the reader with a rather general view of Briar Cliff College in respect to the innovative process there is still need to provide additional and specific facts in relating recent developments if one is to accurately internalize the feeling or atmosphere which permeates throughout the academic community. An attempt to further acquaint the reader with the underlying tones of our academic existence is provided below by two additional means: a) a copy of an interview between a student editor at Briar Cliff and the Academic Dean in response to the topic of change within the institution; b) an explanation of specific changes or innovations within one department of the college, i.e., the department of Health, Physical Education and Recreation. (quoted from "Direction" -- an alumni publication)

CHANGE: A dialogue with the Academic Dean at Briar Cliff College.

Interviewer: DR. TUCKER, WHAT ARE SOME OF THE CHANGES TAKING PLACE IN HIGHER EDUCATION TODAY?

Dr. Tucker: Well, of course there are many changes taking place. I would want to confine my remarks to those changes taking place in the academic or learning areas. Specifically, I think we see education taking on an individualized character with student involvement and responsibility for his own learning. Also, we are seeing something new emerge in the disappearance of the time-factor as a constant in learning.

You recall some years ago, you were expected, if you wanted to earn three hours of credit in a course, to be present physically in a class for so many minutes, so many times a week, for so many weeks. Now, I think that we are finding that particular concept being challenged by educators. We believe today that a course ought to have objectives and if a student can achieve those objectives in some way other than through the use of this time schedule that we've become accustomed to, then he ought to be free to do so. For example, a bright student with a good background in a particular area might complete the objectives of the course in a fraction of the time that is normally allocated. This fact is influencing the planning of the curriculum.

Interviewer: COULD UPDATING THE CURRICULUM BE A CURE FOR SOME OF THE CAMPUS UNREST?

Dr. Tucker: At least some of the causes for campus unrest must be failure to update the curriculum. Student concern about the curriculum is a healthy concern. Students should be concerned about what they are studying and how the material is covered. When the curriculum is updated, either in the revision of a course or in a total departmental offering, the students should be involved. This is not to say that faculty members turn-over responsibility for the curriculum. Involving students in planning broadens the information available for decision making and introduces a dimension unlikely to be available without involving the learner. Finally, learning is enhanced by being involved in the process establishing the objectives and deciding on ways and means of achieving the learning goals. We are keenly aware today that education is not something dispensed, rather it is a process that involves people. To be insensitive to the process or to the people ought to cause unrest.

Interviewer: WHAT SPECIFICALLY IS BEING DONE TO UPDATE THE CURRICULUM AT BRIAR CLIFF?

Dr. Tucker: Well, we've been involved during this last year in an extensive study of the curriculum. In part, the study was prompted by students who questioned the language department requirement. That caused us to look at not only the language requirement, but other aspects of our academic program. We have just about re-written our curriculum for September 1970. Effective in 1970, there are no specific course requirements at this institution and we are changing the nature of those courses that were previously referred to as Independent Reading. We are now calling these courses, (or this one-hour portion of the student's enrollment) "mini-courses" and changing the nature of the courses.

Interviewer: WHAT REQUIREMENTS UNDER THIS NEW PROGRAM ARE GOING TO BE DROPPED?

Dr. Tucker: The physical education requirement is dropped. The option is available to the students in the context of our mini-courses. Students in the past have been required to complete a foreign language sequence of twelve hours. That is no longer a requirement. These really were the only

course requirements that we had in the past. The Great Issues Seminar for junior and senior students is no longer required, but will be available in a separate course or in the mini-course. There will be changes in the distribution requirements. Previously students were required to take a certain number of courses in the Humanities, a certain number in the Social Behavioral sciences, a certain number in the Natural Sciences and Mathematics. We changed the requirement to the very simple procedure of students taking three term courses from each division from more than one department. Students will have exposure to at least two departments in each of the divisions. At this point I would like to have you understand that once a student has selected a major and, if he wants to be a teacher, engineer, or social worker, then there will be requirements. We are talking about dropping college-wide requirements.

Interviewer: ARE THERE REQUIREMENTS BEING ADDED?

Dr. Tucker: No. There is greater freedom to explore the curriculum--not requirements.

Interviewer: IN THE NUMBER OF MINI-COURSES, DO STUDENTS HAVE A MINIMUM NUMBER REQUIRED?

Dr. Tucker: They have a minimum of one mini-course per term (which is comparable to the old Independent Reading requirement of one one-hour course per term).

Interviewer: ARE MANY SCHOOLS CHANGING LIKE THIS?

Dr. Tucker: Well there are a lot of different changes going on around the country. We can boast of a faculty that has been in the progressive camp as far as making curriculum changes is concerned. I don't know of changes as extensive as these taking place in institutions very close to us. We are trying to keep in contact with changes as they take place in other colleges and borrow from them the good ideas that can be utilized here.

Interviewer: DO YOU HAVE EXAMPLES OF ANY OF THE SCHOOLS WHICH HAVE FOLLOWED THE CHANGES WHICH WE ARE UNDERTAKING?

Dr. Tucker: Not exactly; there are similarities in the program of studies at St. Norbert's College in Wisconsin. But the way we have put together our program is unique.

Interviewer: ARE THERE ANY DISTINCT BENEFITS FOR A SMALL SCHOOL IN THIS TYPE OF PROGRAM THAT WOULDN'T BE FOUND IN A STATE SCHOOL?

Dr. Tucker: Yes, very much so! This is fundamental. Small schools can change and change rather rapidly. Also in small schools nearly everyone can become involved in planning for change. Now, you try to change in a major university with thousands of students and its nearly impossible for the whole institution to become involved in the change, so I think that they are unable to open the way. We in the small colleges can, and I think do and should pioneer in this area of change.

Interviewer: WILL THIS HURT BRIAR CLIFF'S ACCREDITATION?

Dr. Tucker: No, I should think not--it might help our future accreditation, if that's possible. Accreditation is an interesting

phenomena--an interesting concept. Accreditation teams come in and evaluate you as an institution in terms of your own objectives. They don't apply an independent set of outside objectives to the management and operation of an institution. We as an institution have thought through our objectives carefully, and stated them and then have set up a program that directs itself toward those objectives. I think we will be in better than average circumstances relative to accreditation visitations.

Interviewer: WHAT ORGANIZATIONS DO ACCREDIT BRIAR CLIFF COLLEGE NOW?

Dr. Tucker: Well of course the big accreditation group in this area is the North Central Association of Colleges and Secondary Schools. This is the group that everyone wants to be accredited by and you just don't exist as a college unless you have this accreditation. We have a number of other program approvals from the State University of Iowa, the Iowa State Department of Public Instruction for Certification of Teachers, and the college holds membership in a number of organizations such as the American Association of University Women, the American Council on Education, The Association of American Colleges, National Education Association, and the list could go on. We have about all the accreditation that we want at this time.

Interviewer: WHAT ARE THE "MINI" COURSES YOU REFERRED TO EARLIER?

Dr. Tucker: These are something new that have grown out of ideas submitted by various faculty members. You know under our present three-term structure, a student normally will enroll in each term for 3 term courses. Also, students have been taking what we call Independent Reading. Independent Reading has involved reading three, four or more books, discussing them--in some cases doing commentaries on them. It has been a relatively successful book-oriented program. Now the "mini-courses" refer to any course that is not a term course. A term course now is typically for three or four hours of credit. Any course that is for one hour of credit is to be a mini-course. We already have a mini-course in existence, in the Cliff Singers. There are a number of one-hour courses available in the activities portion of the physical education curriculum. We are expanding to include some of these courses, perhaps the expansion of and continuation of some of the Independent Reading courses and the introduction of totally new courses that are not presently available in the curriculum. For example, a student may be interested in studying one of the social problems that exists in the community including Sioux City, Omaha, Sioux Falls, Minneapolis, or elsewhere. Such study might be worth one hour of credit even though it didn't take place in the classroom. It might take place downtown in an agency, in business, or in local industry. We've had some interesting concepts submitted for mini-courses. One of our mathematics professors has submitted a mini-course proposal relative to coding and how to write and break codes. I am sure you can see, this is a painless way of being introduced to mathematics. I'm interested in conducting a mini-course in the dynamics of committee work.

Interviewer: WILL MINI-COURSES THEN BE AVAILABLE IN MOST DEPARTMENTS?

Dr. Tucker: We expect every faculty member to teach at least one mini-course. Some faculty members are so excited about the program they are submitting more than one mini-course. The mini-courses will be proposed, then reviewed by a committee of faculty members and students who will look them over and make judgments relative to whether or not they are appropriate. These courses will also be processed through the departments for credit.

Interviewer: WILL ONLY REGULAR FACULTY MEMBERS TEACH THESE COURSES?

Dr. Tucker: No, that's a good point. We expect to be able to recruit persons other than regular members of our faculty. There are for example, certain administrators in this institution who are fully qualified to teach but who have not taught because they couldn't in their schedules, accommodate meeting a class three or four days a week. I'm expecting considerable interest among some of our administrators in the mini-course program because they can meet their classes in the evening, at home, downtown, or on a bus trip over a vacation period, or any one of a number of possible ways. Also, we are inviting participation from qualified friends of the colleges in the community, alumni and others who have something interesting that they can propose to students. One of the friends of the college, who is an attorney, is very much interested in conducting a mini-course for students who might be interested in going into law. He'll be able to talk to students about real life cases, show them about real life in the court room and they'll learn a great deal, we think from that kind of exposure--a great deal more perhaps, than he would learn by staying in the college settings.

Interviewer: HOW WILL THESE MINI-COURSES BE GRADED?

Dr. Tucker: This is up to the individual instructor. We are leaving available three options. First of all they can put it on the A,B,C,D,F basis, or they can put it on a pass-fail basis, or in some cases, the instructors may allow students to opt which way they want to be graded. Some students, for example, might be willing to take a particular mini-course if they weren't afraid of the course counting in their grade point average.

Interviewer: WILL THIS PASS-FAIL SYSTEM BE USED IN OTHER COURSES BESIDES MINI-COURSES?

Dr. Tucker: At the present time, I think not. We want to use our mini-course program to gain experience. If I had to do a little crystal ball gazing, I'd say that down the road sometime we'll see the impact of this on certain of our courses in the regular curriculum.

Interviewer: IF THE PASS-FAIL SYSTEM AND THE MINI-COURSE SYSTEMS ARE USED, HOW WILL THIS AFFECT THE STUDENT'S GPA AND POSSIBILITIES OF ATTENDING GRADUATE SCHOOL?

Dr. Tucker: Well, we think not at all. By confining the pass-fail grades to the mini-courses we can tell the computer when it's calculating our grades, to simply not figure in any grades that are on a pass-fail basis. Universities are becoming accustomed to these kinds of changes taking place at the undergraduate level. Certainly we will have

plenty of evidence available from our regular term courses to be able to make recommendations to the graduate schools. I'm sure you know in your experience that graduate schools are more interested in personal recommendations that come to them from professors and others who know the student well. They are not only interested in grades.

Interviewer: IS THERE A CHANGE IN THE NUMBER OF HOURS REQUIRED FOR A STUDENT TO GRADUATE?

Dr. Tucker: No, not really, Under this program a student will continue to take three term courses per term, plus at least one mini-course, so that his total should be no less than, and I should think in most cases will exceed, 120 hours.

Interviewer: WHY CHANGE, DR. TUCKER, IF OUR PAST GRADUATES CONTINUE IN GRADUATE SCHOOL AND FIND EMPLOYMENT--WHY SHOULD WE CHANGE OUR APPROACH?

Dr. Tucker: The personnel here at the college changes both in faculty and in students. The community around us changes and what we know about learning and education is continually changing. Now one of the reasons, for example, for change is related to this interest we've had in recent years in the free university. As you know, free university is another way of saying that students would like to study things that are not presently in the curriculum because they are interested in these things and they consider them relevant. Now the mini-course concept, I believe, obviates the free university. Consider 6 or 8 students who are interested in a particular area of study. All they have to do now is find a faculty member or competent member of this larger community willing to conduct such a course, put it in proposal form, submit it and get it accepted. Not only do they have a free university type course, buth they have it for credit.

Now, I think that we're trying to be more responsive to the needs and interests of our students and of our faculty and we're going to have to continue to do that. Students don't come to us as they did a few years ago. The typical college freshman today is much better prepared than a few years ago. He is better informed, he is more concerned and we're simply keeping up with the times.

Interviewer: THIS SYSTEM SEEMS TO LEAVE MORE UP TO THE STUDENT--ARE THE INCOMING FRESHMEN STUDENTS, AND FOR THAT MATTER--SOME OF THE SOPHOMORES, JUNIORS, AND SENIORS, MATURE ENOUGH TO HANDLE THESE INDEPENDENT STUDY COURSES AND THESE PASS-FAIL SYSTEMS?

Dr. Tucker: Of course there are many differences in individuals but we believe that in general the freshman student is capable of doing this under faculty supervision. High schools are more sophisticated today. Students are being introduced to independent study before college and they would like to have in the collegiate program, an experience that is distinctively different from what they've been doing in high school. You remember the old high school and early college experience where you took History, English, Mathmatics, so many hours a day. Now the bright student comes

to college and may lose interest if he has in his freshman and sophomore years another year or two of just harder high-school-type work. This changed program makes it possible for a student to not have to sit through any particular classes. He can select his classes first of all and he can begin to sample courses in his major area of interest immediately. Also with the mini-courses he can now have what we believe is relevant education. We're going out into the laboratory--the real world for some experiences.

Interviewer: WHAT HAS BEEN THE RESULTS FROM THE INDEPENDENT READING PROGRAM?

Dr. Tucker: Our I. R. program has been a good program with mixed students and faculty response. Probably one of the best things about the I.R. program has been the fact that people have been reading and in many cases they have been reading outside of their own discipline areas. This is quite an achievement in education. Some faculty members will continue to offer something very similar to the old I. R. as one of the mini-course options, and there is place for that. But, we would simply like to expand this to include something more than reading. We want to include the activity dimension.

Interviewer: WILL THIS MEAN MORE WORK FOR THE AVERAGE FACULTY MEMBERS?

Dr. Tucker: Well it certainly could mean more work. I think that I'd have to honestly say yes, it'll be a little bit more work, but it does free faculty members and students to work in those areas which are particularly enjoyable. The definition of work at that point kind of breaks down. If I'm doing those things that I really enjoy doing, somehow that doesn't come through feeling like work.

Interviewer: WILL THIS LEAD TO SMALLER LECTURES?

Dr. Tucker: Yes, we think so. Of course in the mini-courses we're allowing faculty members to say how many students they feel they can accommodate. In some cases the number will be very small. In other cases it will be 25 or 30 students. The mini-courses will be highly individualized type instruction. It should be mentioned at this point that the faculty has asked the Registrar to make every effort, beginning September, 1970, to assure that no classes in this institution are larger than 40 students, and that includes the lecture sections. At Briar Cliff College our classes are small and personal contact is a major institutional strength.

Interviewer: WHAT IS THE STUDENT-TEACHER RATIO AT BRIAR CLIFF COLLEGE COMPARED TO PERHAPS NATIONAL AVERAGE, OR ANOTHER SCHOOL?

Dr. Tucker: I really can't give you a statistic nationally. Ours would be about 1:14. That means that we have 14 students for every full-time teaching faculty member. The mini-course program should improve that ratio, insofar as the student will have more exposure. We are probably well above the national average, in faculty-student ratios.

Interviewer: BRIAR CLIFF HAS SEEN A GREAT DEAL OF CHANGE OVER THE PAST FOUR YEARS. WHEN WILL WE SEE IT COMPLETED AND SETTLED DOWN AGAIN?

Dr. Tucker: You won't! I think that change is with us to stay. There'll be different kinds of changes. We are already beginning to stablize in terms of the number of students enrolled, and our faculty turnover, is minimal. Many of our people have been with us several years. The personnel part of our program will stabilize but as far as changes in curriculum and learning are concerned, there will be no end of change in sight.

Interviewer: WHAT ABOUT TESTING, WILL IT BE THE SAME OR WILL YOU CHANGE TESTING PROGRAMS ALSO?

Dr. Tucker: Briar Cliff College has for many years had an excellent testing program and we expect to continue that. In addition, beginning in September, 1970, students will be able to take general and subject examinations and on the basis of their scores be exempt from the divisional requirements and possibly in certain departments earn academic credit. Also, the testing program will give us a continuing check on our students for purposes of advising and evaluation of the institution.

A major part of the changed curriculum is the stress that we will be placing on the relationship between the student and his faculty advisor. This program won't work without good advising and the advisor is going to have available to him a great deal of information about the student, including test scores, so that faculty members can sit down with students and look at the data together. The advising relationship becomes part of the educational experience, educating the student through the advising procedure as well as through the more formal aspects of the curriculum.

Interviewer: IN THESE INDEPENDENT STUDY COURSES WILL THE STUDENT WORK AT HIS OWN RATE?

Dr. Tucker: Well, Independent Study courses are separate from the mini-courses. Independent studies are typically offered in the departments and often to upper division students. Yes, these are individually arranged between the instructor and the persons taking the course. The student is free to work at a pace that is mutually worked out.

Interviewer: WILL WE BE WORKING AT ANY MINI-COURSES OR INDEPENDENT STUDY COURSES IN CONJUNCTION WITH COLLEGES OF MID-AMERICA?

Dr. Tucker: I can't say at this point. It would be surprising if we didn't get involved in cooperative mini-courses. We have in the past, been involved with at least two other institutions in Independent study projects and in regular courses. The mini-courses seem to be "naturals" for furthering inter-institutional cooperation.

Interviewer: DR. TUCKER, DO THESE CHANGES ELIMINATE ANY OF THE BASIC CATHOLIC PRINCIPLES AT BRIAR CLIFF?

Dr. Tucker: No, I should think not. If anything we are probably implementing more Catholic principles in this approach. At least more Christian concern for the individual. We're stressing respect for the person, the willingness to sit down and individually plan with an individual; and the continuing opportunity for important personal relationships.

The person is free to be and express himself--as faculty and student.

Interviewer: HAVE THERE BEEN ANY CRITICIMS OF THE PROGRAM--OF THIS TYPE OF PROGRAM, EITHER FROM THE FACULTY OR FROM OUTSIDE OR FROM OTHER INSTITUTIONS?

Dr. Tucker: Well, we have a very good faculty. They criticize the program and they also built the program. Most criticism is constructive and through the process of criticism, we have been able to evolve a program that is acceptable to the majority of our faculty. We're not aware of unusual criticisms from outside the institution. We are prepared for criticism as having an appropriate place in our education and in bringing about change. There are other approaches--we're not necessarily suggesting that this is the best approach for everyone, but we believe it is one that will work for us at this time.

Certainly Briar Cliff as an entirety, as a whole, has been in the center of change and innovative thinking and creation during the past decade but one must not lose sight of the fact that the whole is necessarily comprised of parts. These parts, while although acting independently of one another, are nevertheless required to exist, adjust, adapt, and proceed in light of and perhaps in consequence of not only the other component parts but to the institution as a whole. Each department, each division, each area which has a rather specific function to exploit and responsibility to fulfill must respond, must proceed in light of the needs and capabilities of not only the department but the school itself. Some innovations or innovative techniques may be colleges wide in their adoption and utilization while others lend themselves specifically to individual disciplines and/or courses of study.

The department of Health, Physical Education, and Recreation has recently (1969-70) instituted what is referred to as a Coaching Intern Program which is a truely unique method of attacking the traditional problem of preparing young men and women to serve as athletic coaches for secondary and junior high schools in this country. The Coaching Intern concept has achieved national promence and is now being studied by many institutions throughout the country.

With the current concern with the quality of those in the coaching profession, much has been said and done about the various means and methods of upgrading the professional preparation of those individuals who intend to be involved with the coaching of interschool athletics on the elementary and/or the secondary level. One of the greatest concerns at the present time would seem to be the preparation of those individuals, who while not possessing the equivalent of a professional preparation in physical education, nevertheless desire to coach interschool athletics. To meet the needs of these individuals various programs have been designed and impleneted revolving around the concept of the so-called coaching minor, i.e., the minimum preparation which is deemed necessary to successfully carry out the meaningful responsibilities and duties of a competent coach.

The Coaching Intern Program at Briar Cliff College, Sioux City, Iowa was instituted to upgrade and complement the professional preparation

of all who aspire to enter the coaching profession, regardless of whether they will possess a teaching certificate in physical education or in another academic subject area upon graduation. The Internship concept is a natural outgrowth and development of the philosophy of physical education, and, therefore, athletics and coaching, as being a vital part of the educational structure.

Prior to the implementation of the Intern Program, an individual majoring in physical education had the additional but meager options of choosing a three hour course in the "Theory of Coaching Basketball and Football" and/or a similar offering in the "Theory of Coaching Baseball and Track." An additional course offering was provided in the area of athletic training in the form of a three hour course meeting three times a week. These courses were the extent of the department's specialized offerings in the realm of professional preparation of future coaches. The physical education staff viewed this traditional approach toward enabling future coaches to become competent in coaching specific athletic activities as being totally inadequate.

On the traditional semester system, which lasts approximately 18 weeks, the future coach devotes only twenty-seven classes to basketball and a like number of classes to the sport of football if both sports are included in the same course, meeting three times each week. Even in those institutions which include only one sport in the "theory course" the students will still be devoting only thirty-six classes to the study of the specific sport if the class would meet twice a week as is usually the case.

Is this really a sufficient amount of time in which to convey to the prospective coach the wealth of knowledge, skills and understandings necessary to become a competent first year coach of a specific athletic activity? When one considers the vast individual differences existing among the prospective coaches in the "theory classes," both in respect to previous athletic participation, past academic accomplishments, and native ability, one might easily conclude as did our staff that only in rare instances could the traditional approach toward the preparation of future coaches, now so prevalent in many of our undergraduate institutions, be truly effective.

This flaw in the current practice of preparing our students to become competent first year coaches necessitated the curricular innovation, the Coaching Intern Program which is based upon an adaptation or version of a hertofore commonly accepted concept in the preparation of future teachers, that is, student teaching.

If one can justify the practice teaching concept currently being utilized at every undergraduate institution in the preparation of elementary and secondary teachers, the next logical step, if one views a coach as a true teacher and coaching as teaching, would be to inaugurate a practice coaching program on the undergraduate level.

The entire Intern Program is comprised of three sequential course offerings which are interrelated but yet distinct phases of the whole. The philosophical foundation common to all three phases is one of pragmatism.

The first phase of the Intern Program is one of the study of athletic training, injury prevention and treatment. The catalogue description follows:

280 "ATHLETIC TRAINING AND INJURY PREVENTION" 3 sem hrs.

"Prevention, protection and first aid care of injuries occuring in athletics. Evaluation of protective devices, methods, diets, conditioning for particular sports. Laboratory work includes physical therapy techniques and rehabilitation of the injured. Experience in management of athletic training room and practical experience in care of athletic teams in game situations."

Students who are enrolled in this course, the length of which is determined by the length of the specific sport season in question, are able to gain invaluable first hand experience in all phases of athletic training. These individuals are actively involved in the actual organization and administration of the college's athletic training program. Emphasis is divided between the classroom theories and training room realities as each student is given the opportunity to serve as an actual "assistant-assistant" trainer, under the professional tutorship of members of the athletic coaching and training staff. By participating in the daily regimen of the athletic training "room" a student is able to observe and make value judgments concerning recommended and actual methods, practices and techniques currently being utilized by the professional staff members in every phase of the athletic training program for a particular sport season including those techniques used in the pre-season and post-season programs. Students are also able to travel with the varsity and freshman squads in their capacity as "assistant-assist-ants" and to perform real life contributions, as far as they are capable and willing, before, during and after the athletic contest. As our educational philosophy indicates that one learns by doing, it seems that the purpose of the athletic training phase of the Intern Program would be to create a sound foundation on which the student may build even more meaningful experiences.

The second phase is a one-hour seminar styled or independent learning situation in the specific sport that the individual anticipates coaching upon graduation.

391	THEORY OF COACHING BASKETBALL	1 sem. hr.
392	THEORY OF COACHING FOOTBALL	1 sem. hr.
393	THEORY OF COACHING WRESTLING	1 sem. hr.
394	THEORY OF COACHING TRACK	1 sem. hr.
395	THEORY OF COACHING BASEBALL	1 sem. hr.

Study of coaching and strategies techniques, schedule making; term management, scouting, and officiating.

This seminar course is to be taken during the term preceding the term in which the student takes part in the practice coaching phase of the Intern Coaching Program.

The seminar offering has no specific time requirements as such, but rather the length and depth of the subject matter content is dependent upon the achievement (or lack of it) by the individual student in his

efforts to master the fundamental knowledge, skills and competencies in respect to the theory of the methods and techniques of coaching a specific athletic activity. The seminar has replaced the three hour static course which is so common on today's campuses and operates more as a flexible, adaptable and student directed learning situation, taking into consideration the individual differences of each student. The ultimate objective of this second phase of the Intern Coaching Program is to enable each individual student to master, at his own rate, the fundamental physical and mental skills which are absolutely essential for that student to successfully undergo a meaningful student-coaching experience, the third and final phase of the Intern Programs.

The third sequential phase, and the one which makes this entire program truly unique, is the actual practice coaching opportunities presented in the Coaching Intern Program. The catalogue description follows:

491	INTERN COACHING:	BASKETBALL	5 sem. hrs.
492	INTERN COACHING:	FOOTBALL	5 sem. hrs.
493	INTERN COACHING:	WRESTLING	3 sem. hrs.
494	INTERN COACHING:	TRACK	3 sem. hrs.
495	INTERN COACHING:	BASEBALL	3 sem. hrs.

"This unique course provides actual coaching experience on the varsity level (junior and senior high or college) under the direct supervision of the varsity coach of the particular sport. The student will be presented with opportunities to partake in the entire spectrum of experiences in athletic coaching. The student will serve as and take the responsibility of an "assistant-assistant coach." Length of course will depend upon the length of season of the particular sport.

Prerequisites:

a. Junior or Senior standing
b. Grade point average of 2.2 in all subjects based on 4.0 system
c. Grade point average of 2.5 in major field, based on a 4.0 system
d. Successful demonstration of basic, fundamental skills and knowledge pertinent to the particular sport in which the student desires to intern
e. Recommendation of the chairman of the Physical Education Program
f. Acceptance by the head coach, principal and superintendent of the particular school in which the student desires to intern.

This phase has been created to provide a future coach with actual practice-coaching experience under the supervision and guidance of a proven head coach of a junior high, senior high or college varsity squad in conjunction with the professional staff in the teacher education division of the Physical Education Department. The Intern Coaching Program has the official sanction of the South Sioux City, Nebraska, public school system as well as the Parochial School System of Sioux City, Iowa. When our interns arrive at their respective assignments, having been carefully screened and briefed, each will assume the role of an "assistant-assistant" coach by assuming general and specific responsibilities within the athletic program which has been delegated by the critic-(teacher)-coach. The intern attends each practice session, coaches' meeting

(including preseason and past season) as well as all games. In short, the intern becomes a member of the coaching staff within the limitations of his capabilities.

Active involvement in all phases of a coach's duties includes those responsibilities in respect to the athletic training room. Hence, the direct utilization of the knowledge, skills and concepts developed from the first phases of the sequential series and reinforced in the second, is made possible within an entirely different teaching (coaching) and learning situations.

The practice coaching phase is conducted along very similar lines to the regular practice teaching program for other academic areas such as history, physical education, math, etc. A supervising teacher from the department of H.P.E.R. is assigned to each intern and works very closely with the student and head coach of the institution in which the internship takes place. Repeated visits and observations are made by this department's supervisory personnel and the resulting individual conferences with the intern and/or coach are designed not only to ascertain the progress of the student but also the relative strengths and weaknesses of the total program.

The unique Intern Program should not be confused with the common practice of allowing students to merely visit a coach in a particular coaching situation or with the practice of having a student teacher stay after school to observe a coach in a particular practice session(s). The Intern Coach, as presented in Briar Cliff's curriculum, actually participates in the entire spectrum of activities one would normally associate with and expect of an athletic coach. Whereas the intern is actively involved throughout the entire season of the specific sport and not just during the time in which he is student teaching an academic subject, the regular student-teacher who stays after school will usually do so only for the duration of his practice teaching stint. This becomes a problem when the sport season overlaps the time spent student teaching. Another difficulty involved with the "after school observation" lies in the fact that the athletic sport activity taking place during the time of student teaching may not be the same activity in which the student anticipates coaching. Even allowing for some carry over possibilities, it would seem that the future coach would naturally gain much more if he interned in the sport in which he intends to coach. A third distinction of the Intern Coaching Program is the academic credit earned just as for any other academic offering.

All who have been involved with the new intern concept are very enthusiastic. Those in the school systems are truly excited in that, as a direct consequence of the sequential intern program, there will exist a greater number of truly knowledgeable first year coaches. In the past, the newly graduated teacher-coach would not have had any real coaching experiences as he starts his first coaching job; Briar Cliff's graduates, however, will have already gained the experience of an assistant coach for one complete season while still an undergraduate. The Intern Coaching Program enables our graduates to gaine a decided edge over all other first year teachers meyely by virtue of their meaningful coaching experience. Letters of recommendations by the head coach, principal and the supervisory personnel from the college's teacher education program will atest to the caliber of the practice coaching experience undertaken by the intern. The end result is a more proficient first year athletic coach.

[1]Michael Brick and Earl J. McGrath, Innovations in Liberal Arts Colleges. (Teachers College, Columbia University, 1969), p. 3.

[2]Webster's New World Dictionary, College Edition, 1964. p. 433.

[3]Everett M. Rogers, Diffusion of Innovations (New York: The Free Press, 1962), p. 13.

[4]Stanley J. Heywood, "Toward a Sound Theory of Innovation," Elementary School Journal, 66:107-114, December 1965, p. 108.